



ST PAUL'S

SCHOOL FOR BOYS

UPPER SCHOOL CURRICULUM GUIDE

2026–2027

THE MISSION OF ST. PAUL'S SCHOOL FOR BOYS

Seek Truth, Knowledge, and Excellence. Live by Faith, Compassion, and Integrity.

STATEMENT OF PURPOSE

The student who graduates from St. Paul's is a critical thinker who is also inquisitive, creative, and open-minded. He takes initiative and he takes responsibility in scholarship and in sport, but more importantly he takes initiative in spirit; he lives a life of balance that is always counterweighed by principles and integrity.

SUMMARY OF GRADUATION REQUIREMENTS

The Arts *(pages 2–9)*

One (1) credit, two semesters or one full-year course, completed during freshman year

English *(pages 10–12)*

Four (4) credits and successful completion of the Capstone Project Research Paper, and the Senior Speech

History and Social Sciences *(pages 13–20)*

Three (3) credits of history/social science, including Modern World and United States History

Math *(pages 21–25)*

Four (4) credits of mathematics, including Geometry and Algebra 2

Religious Studies *(pages 26–28)*

One (1) credit, including World Religions in Grade 10 and at least one semester-long elective offering, taken in Grade 12

Science *(pages 29–34)*

Three (3) credits of science, including at a minimum a semester of Environmental Science 1 (half (½) credit), semester of Biology 1 (half (½) credit), semester of Chemistry 1 (half (½) credit), and semester of Physics 1 (half (½) credit)

World Languages and Cultures *(pages 35–42)*

Three (3) consecutive years of the same language beginning in grade 9. The third year may be waived by the Asst. Upper School Head upon review of formal Educational Evaluation by the Director of Learning Services. In this instance, families are required to meet with the Director of College Counseling to better understand the impact on the college application process.

Health, Wellness, and Research Skills

All 9th grade students are required to take a Health & Wellness class led by the school's counsellor, and a Research Skills class led by the school's librarian.

THE ARTS

The Arts program in the Upper School is a vital, integral part of our curriculum. The development of basic skills in the arts can be used during one's life as a means of communication, expression, and enjoyment. A student's program in the arts should include opportunities to develop and express ideas, as well as recognize and understand the artistic achievements of past and present civilizations. Study in the arts can also assist the student in their cognitive development by integration of art and other subjects. This approach enables students to more fully understand the world they inhabit and helps them contribute to society in a personally satisfying manner.

Graduation Requirement: *All students are required to take one (1) credit (equivalent of two semesters) of the Arts to graduate from St. Paul's. All Arts classes are offered in coordination with St. Paul's School for Girls; Dance, Music, Theatre, and Visual Arts classes are coeducational, and some Choral Music concerts are coordinated with SPSG.*

MUSIC

CHORAL MUSIC

Singers

A male-voice ensemble, ninth Grade Singers seeks to provide a solid foundation to the upper school choral curriculum through daily performance and exploration of choral repertoire. Like subsequent offerings, this ensemble's goal is musical artistry with areas of emphasis to include: understanding posture and anatomy as applied to singing, developing breath support, building resonance throughout the two primary male registers, diction (with an introduction to Latin, German, French and other texts), vowel placement, sight-singing and ear-training, applying basic music theory and basic music history. Throughout this course, intermediate-level, meritorious, male-voice choral repertoire acts as the best curriculum and most direct path to proficiency of skills.

St. Paul's Concert Chorale

Enrollment in the St. Paul's Concert Chorale is open to qualified singers in Grades 10, 11, and 12 by permission of the instructor. Members of the SPCC exhibit an advanced understanding of the choral arts prior to their acceptance. Though the curriculum is like that of the St. Paul's Singers, this ensemble rehearses and performs more difficult music with tremendous commitment to intonation, vowel modification, resonance building, advanced concepts of vocal placement, and continued strides in music literacy. This premiere ensemble is also the touring choir at St. Paul's School. Boys in this choir have performed in Iceland, Germany, Austria, Czech Republic, and Ireland, to name a few. Acceptance of a position in this ensemble requires singers to participate in all public performances, recording projects and tours (both national and international).

Route 81 / Chamber Choir

This group of talented singers rehearses and performs music spanning from the Italian Renaissance to the Beatles and beyond. They rehearse under the direction of Mr. Ford two times a week from 7–7:50 a.m. in the chapel. Their varied repertoire is performed both on and off campus. Whether singing chamber music for a choral concert or light-hearted arrangements at campus parties, this ensemble exhibits a particular dedication to the choral arts. Inquiries for Route 81 performances should be made to student leaders via emailing Mr. Ford.

DIGITAL MUSIC

Digital Music Production 1

Digital Music Production 1 is an introductory once-semester course that introduces students to the skills needed for a vast range of professional careers in the music world. Students will explore digital and analog technologies to produce their own music and the music of other artists. This program delves into composition, music theory, recording, and performances with soloists and ensembles. The class will learn the core principles of Digital Audio Workstation (DAW) use and identify best practices in creating and editing digital music. The learning outcomes for this class will develop critical listening skills and a high-level application of recording, mixing, mastering, and software tools for musical instruments. The course will culminate in a demonstration of skills in recording acoustic and digital sound sources for real world-based applications.

Digital Music Production 2

Digital Music Production 2 is a semester-long class with focus on music shaping, composition, and sound design. Work with GarageBand software will be the initial focus before students learn the basics of Logic Pro X and Ableton Live. We will explore editing and mixing while examining the technologies that contribute to the art form. Our classes will welcome guest musicians to perform during the recording projects. Course units will provide the opportunity for students to learn studio etiquette, collaboration with artists, and digital mastering techniques. The curriculum will also introduce the merging of audio and video.

Digital Music Production 2 is a project-based course, culminating in a final project where students create music for an original commercial.

Prerequisite: Digital Music Production 1

INSTRUMENTAL MUSICAL

Jazz Band 1-2

This year-long course engages students in the evolving genres of instrumental jazz and vocal music. The Jazz Band provides the opportunity to learn, record and perform Swing, Latin, Bossa Nova, Ballads and Rock. Students are introduced to concepts in jazz improvisation and will gain fundamental knowledge of chord and scale relationships. Major focus is placed on learning and communicating the “language” of Jazz, as well as understanding rhythmic and melodic phrasing. This class develops musical independence by introducing the arrangement of standards and modern material. Our band members develop the skills necessary for live performance, as well as studio recording. We perform at seasonal concerts, festivals and community events. Students who have prior experience in brass, winds, guitar, bass, strings, drums/percussion, and keyboards, as well as other instruments and/or as solo vocalists may enroll, with the permission of the instructor. This course may be repeated for credit.

Jazz Band 3-4

This year-long course builds upon the skills and concepts introduced in Jazz Band 1-2, with an emphasis on creating student arrangements, advanced improvisation, recording, music production, sightreading, and music theory. Jazz Band 3-4 maintains an active and highly visible performance schedule at our schools as well as in prominent local and regional venues. The students delve into arranging standards for various instrumentations, and situations. They also examine how some mainstream artists have crossed over into Jazz and add them to our repertoire. The course is open by permission of the instructor to instrumentalists and vocalists with demonstrated proficiency in their instruments and/or voice and may be repeated for credit.

THEATRE

Intro to Theatre Arts

Intro to Theatre Arts is a preliminary look at the world of theatre through the lens of actor, director, designer, and creator. Students will be offered the opportunity to act, improvise, design for the stage, read plays, discover theatre history, and explore various production roles in the fields of theatre. Students will also attend live theatrical productions. The course is split into two quarters: one focusing on the roles of the actor and the creator/playwright, and the other on the roles of the director and designer. The course allows students to survey theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development, and provides theatrical opportunities for students to determine areas for personal interest. This hands-on survey course is open to all students. *Previous theatre experience is not required.*

ACTING CLASSES

Acting 1

The goal of Acting 1 is for students to be able to discover their potential as a performer and gain confidence on stage through theatre games, exercises, monologues, and scene work. This is a studio style performance class, and active participation is an important part of that. It is a class for someone who will learn by doing, someone who is willing to engage fully in the exercises and someone who is willing to put in time outside of class to work on material. Previous theatre study is not required.

Acting 2/3

This one-semester course focuses on developing the fundamental skills used in rehearsing and performing scenes from classical and contemporary plays. Through an exploration of various acting techniques, students acquire the tools and skills necessary for honest characterization. Students explore acting through the perspective of Stanislavski, Uta Hagen, Sanford Meisner and Anne Bogart. Acting 2/3 culminates in a showcase of scenes prepared and rehearsed throughout the course. This course may be repeated.

Improv 101

Learn the art of “Yes, And!...” Yes, this class is fun AND you will want to take it again). Improvisation gives actors the tools to work together, accept and build off each other’s ideas, and embrace spontaneity and play. In addition to growing their speaking and listening skills, students will learn how to develop exciting stories, create fascinating characters, and present them through fun improv scenes and games. Students also learn different types of improv formats, structures, and games. The Improv classes are all about umping in, having fun, playing hard, working together, and finding your voice. This class will focus on developing improv skills and creating confident performers. This semester-long course may be repeated for credit. *Previous theatre experience is not required.*

Musical Theatre Performance

This semester-long course explores the craft of musical theater through scene exploration, vocal technique and acting exercises. Students learn and rehearse “scene into song” from the diverse musical theater repertory, enabling the students to develop versatility and a sense of style. This course places emphasis on developing honesty, ease, and expressiveness in musical theater performance. Students are also introduced to musical theater audition techniques and basic musical theatre dance. The course culminates with an evening showcase performance of scenes and songs. This course may be repeated for credit. *Previous theatre experience is recommended but not required.*

ADVANCED THEATRE COMPANY PROGRAM

PROGRAM OVERVIEW (*Advanced Theatre Company 1 and Advanced Theatre Company 2*)

This two-year program is designed to give theatre artists the structure and support to create and run a theatre company in which they can explore a variety of roles based on their experience and interest (acting, directing, designing, stage managing, etc.) The company will produce a full season that includes: an original devised theatre performance (Q1), a one-act play to be submitted to the Maryland Thespian Festival for adjudication (Q2), the mainstage spring production in the Ward Center Theatre (Q3), and the Directing Showcase (Q4). These courses prepare students for the complete college experience of student-run production companies. Courses will be structured to model a professional Repertory “Theatre Company.” After individual and group goals are discussed, each year will be spent rehearsing and performing various theatrical pieces. Students will participate in many theatrical endeavors for the duration of these courses (including but not limited to, acting, directing, design, stage management, playwriting, and production).

Advanced Theatre Company 1

This full-year course is recommended for advance-level students who have demonstrated a strong work ethic and the ability to organize and execute projects both independently and collaboratively. Juniors will be a part of the Advanced Theatre Company, working specifically as actors and technicians. Through practical, hands-on experiences, students will develop skills for work both on and off the stage for various productions. In Q4, students will begin their work as directors as they learn the process of rehearsal for the Directing Showcase and develop and pitch production proposals and titles for the following season. This course is intended for students who have completed three (3) credits of Theatre course and who have experience working both on and off the stage, either in course or in productions.

Prerequisite: Acting 2/3, or Technical Theatre 2, or permission of the instructor

Advanced Theatre Company 2

The second year of Advance Theater Company is designed to give theatre artists the structure and support to create and run a theatre company. Having completed their first year in ATC 1, students take on more leadership positions in the Company based on their experience and interest (acting, directing, designing, stage managing, etc..). ATC 2 students must complete their independent project and theatre portfolio presentation by the end of the year.

Prerequisite: Advance Theatre Company 1

TECHNICAL THEATRE

Technical Theatre 1: Introduction to Technical Theatre Production

This course is a practical overview of all aspects that go into preparing a production-ready show for the stage. Students are introduced to lights, sound, woodworking, and costume construction as they work hands-on to prepare materials for The St. Paul's Schools' productions.

Students start the course by learning shop safety and how to use tools and theatre technology properly. They also study various technical careers in Theatre including Set Design and Construction, Master Electrician, Sound Designer, Stage manager, Costume Design and Wardrobe, Props Master, and Deck Hand. The class examines the history of technical theatre and the many types of venues in which theatre is produced. They collaborate to create scenic elements, costume renderings, lights, and sound cues. The semester culminates in a scenic design package.

Technical Theatre 2: Theatre Design and Management

This semester-long course teaches students the skills necessary to create a design based on a theatre text and perform the management positions that help a production to run. It introduces the basic skills necessary for creating designs such as text analysis, rendering, model building, and artistic collaboration, while also giving practical experience in scenic construction, prop construction, and scenic painting.

Students begin by learning the elements of design and then apply them to theatre and dance productions as they use their imagination and talents to bring stories to life. As a final project, students collaborate on design teams to create a unified design for a play.

Prerequisite: Technical Theatre 1

Technical Theatre 3: Theatre Design, Lighting and Sound

This semester-long course is designed to fully immerse students in the world of electrics within the theatre industry. It introduces the responsibilities of various job positions from Interns to Designers to Programmers, and how all those positions collaborate with not only each other, but other members of the production team. This course delves into conceptual design work, programming and editing techniques, live sound mixing, and system integration of lighting. The curriculum focuses on both the practical implementation of electrics and the theoretical impact these elements can have on others.

Students start the course by engaging in assignments designed to get them in tune with the lights and sounds happening around us in our world every day. Throughout the semester, students build on their skills by designing and creating their own pieces of work based in the pillars of function, expression, and impression. This class culminates with students collaborating on design teams to create a unified design for an instructor-approved play. **Prerequisite:** Introduction to Technical Theater 1, or Visual Art, or Graphic Design.

VISUAL & DIGITAL ARTS CLASSES

Visual Art 1

This one semester course is for the student who has a casual interest in art or are art-lovers looking forward to building a portfolio throughout their upper school years, this introductory class is the place to start. Students work on building skills and confidence in the art-making process through exploration of artwork from diverse cultures around the world using a variety of materials, techniques and experiences. Student choice is encouraged in each assignment to make connections with artists and artwork from different time periods and regions.

Visual Art 2

This one-semester introductory painting and drawing course develops art concepts and problem-solving skills in drawing from observation. Students begin to explore colors in light and shadow with a variety of materials, including drawing media and oil paints. Students are encouraged to explore self-expression through mixed media work and collage and to connect with artists and styles to inform their own work. Although most students in the class will have taken Visual Art 1, Visual Art 1 is not a prerequisite for sophomores, juniors, or seniors who would like to begin taking Visual Art.

Visual Art 3

Students in this one-semester class continue to develop their skills in painting and drawing from observation of the color created in light and shadow and as found in portraits, figures, and landscapes. They also enhance their creative problem solving with more open-ended themes that challenge each person to find their own solutions. Students develop, enhance, broaden, and deepen their portfolio in preparation for more advanced courses.

Visual Art 4

In Visual Art 4, a one-semester course, students develop an advanced portfolio in preparation for AP Studio Art. Assignments are increasingly self-directed as the semester progresses, and students begin working with a series of related artworks in preparation for AP Studio Art.

Digital Art 1: Foundations of Digital Art

This one-semester course is offered both fall and spring semesters to all Upper School students. As an introductory digital art class, students will learn elements of art, design thinking, problem-solving skills, graphic design, photography, and video. Students will utilize Adobe Photoshop, Lightroom, Illustrator and iMovie in this course. Additionally, this course offers opportunities for project management and collaboration, exploration of influential artists, and design trends we see in the world today.

Digital Art 2: Intermediate Digital Art Programs and Concepts

In this one-semester course, students will build on their prior knowledge of the Adobe Creative Suite with a focus on using Digital Art programs to create narratives and tell stories. The class will cover a range of topics including animation, experimental photo editing, on-location photo/video shooting, video effects, and artist bookmaking. Students will use programs such as Adobe Photoshop, Animate, Premiere, After Effects, and InDesign. Additionally, this course offers opportunities for increased freedom and student-centered learning, with a goal of having each student bring their own passions into the classroom to begin discovering their own unique artistic voice. Prerequisite: Pre-requisite DA1 or a portfolio submission.

Digital Art 3: Advanced Digital Art Concepts and Program Mastery

This one-semester course focuses on developing mastery of digital art programs, with a strong emphasis on artistic concepts and theory. Students will explore topics essential to today's digital artists, ranging from cutting-edge technology such as Virtual Reality and 3D workspaces, issues of copyright and fair use, NFTs and selling artwork, and documentary ethics. Students will also enjoy a great freedom of choice in exploring topics of interest to them, using their artistic voice to shape a cohesive portfolio that demonstrates both program mastery and conceptual thought. By the end of the course, students will be encouraged to select a program of their choosing to focus on and explore in an in-depth preparation for their capstone course.

Prerequisite: DA2 or a portfolio submission.

Digital Art 4: Capstone

The Digital Art Capstone course allows for students to select an area or program of interest, spending a semester engaged in the development of a significant project. Students will lead the development of their own project and ideas, using the teacher and classmates as resources in their journey. Capstone project examples could range from creating an extended film or animation, designing a brand, making an artist book, or working in series. This project will culminate in a public project presentation, and students will leave the course with an artist website and portfolio intended to be submitted to prospective colleges or art show opportunities.

Prerequisite: DA3

*This course may be repeated for credit with instructor's permission.

AP Studio Art

The AP Studio Art class is a full-year course that provides the committed art student the opportunity to create a body of work reflecting a consistent theme and style for submission to the Advanced Placement program.

The course has a rigorous schedule of assignments allowing the students to develop an extensive portfolio over the course of the year while improving their skills. Many students also submit a college portfolio. Students showcase their art in our community and are expected to show their work in our various school art shows. Many colleges offer credit for high scoring AP portfolios; speak with your college counselor for details.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

DANCE

Dance 1–2

Dance 1–2 is an introductory one semester dance course in which students study modern and contemporary dance at the beginner level utilizing concepts from ballet and jazz techniques. This class is designed to prepare students for Upper School level dance classes. The students' understanding of the performing art will culminate in a required performance on stage in the Ward Center.

Dance 3–4

Dance 3–4 is a one semester course that will continue the study of ballet, jazz, modern and contemporary dance from Dance 1 at an intermediate level. Prior dance knowledge is preferred. This class focuses heavily on anatomy and musicality, strength building, and performance quality. This course culminates in a required performance on stage in the Ward Center.

Dance 5–6

Dance 5–6 is a one semester course that is an intermediate/advanced study of ballet, jazz, modern and contemporary dance techniques. Prior dance knowledge is preferred as this class moves at a quicker pace and uses an understanding of the body to explore improvisational techniques. Students study current dance choreographers and styles on a global level. This course culminates in a required performance on stage in the Ward Center.

Inertia Dance Company (Recommended: Four (4) years of serious dance study/training)

Inertia represents the most dedicated dancers at St. Paul's Schools. Inertia provides dancers opportunities to fully immerse themselves in the performance components of the art by providing dancers with additional performance opportunities outside of the traditional SP/SPSG dance class, especially during the Winter and Spring Dance Concerts. Students have the unique experience of fully producing a student choreography showcase in the Spring on our main stage. In addition to the stage performances, Inertia students alongside our visual arts students create a dance on film site specific work. Past venues have included the Maryland Historical Society and Ladew Topiary Gardens. The company performs new and classical repertoire, in addition to working with guest artists in residence. Past guest artists have joined us from the Radio City Rockettes, Alvin Ailey, New York City Ballet, Complexions Contemporary Ballet, A Chorus Line National Tour, Hairspray Live! Mean Girls on Broadway, and the Isadora Duncan Company. Dancers also have opportunities to attend outside dance workshops, festivals and performances such as The Independent Dance Network Festival, The Maryland Dance Alliance Festival, and AIMS national conference.

ENGLISH

Graduation Requirement: *all students must take four (4) full years of English.*

English 9

This course emphasizes writing as an act of thinking. Learning good habits of close reading, students enhance their written expression with logical and critical thinking. Students and teachers supplement core texts—taught across the grade by all teachers—with materials appropriate to individual classrooms, students, and contemporary situations.

Students use the readings:

1. To help distinguish fact from inference and details from conclusions;
2. To inspire insightful responses that are products of original and creative thought; and
3. To prompt writing by providing distinct models of varying type and draw connections in their writing and their reading with the 9th grade History courses.

English 10

This course underscores basic competency in reading and writing by providing intensive training in literary fundamentals and expository writing. Student texts come primarily from the American literary tradition—familiar ground that allows the boys to hone and polish their skills. By studying a range of literary works and techniques within that tradition, students further develop their analytical and interpretive skills. By emulating such works and techniques, students further develop their ability to express themselves. Students experiment with various stages of the writing process, and in doing so, internalize an individualized process. Students write in both creative and analytical form. Students experiment with various stages of the writing process, and in doing so, internalize an individualized process. Students write in both creative and analytical form.

English 10 Honors

This advanced course is designed for students who demonstrate a high level of proficiency and motivation in reading, writing, and discussion. Pace of reading and writing assignments as well as discussion is rapid. Building upon foundational skills, the curriculum emphasizes rigorous literary analysis and sophisticated expository and take-home writing. Anchored in the American literary tradition, the course challenges students to engage deeply with a diverse range of texts—classic and contemporary—while cultivating a nuanced understanding of literary form, historical context, and thematic complexity. Students will also read, analyze, and write about one Shakespeare play and some of his sonnets.

Students refine their analytical and interpretive skills through close reading, seminar-style discussions, and critical and creative writing assignments. Emphasis is placed on developing a mature, authentic writing voice, individualized writing process, as well as attention to detail. Honors students are expected to engage with the writing process at an advanced level, embracing revision and peer and teacher feedback for growth. Independent reading, research-based assignments, and formal presentations further prepare students for upper-level coursework and eventual AP or college-level English studies.

Advanced English 11

This course is a college preparatory course focused on the sustained study of literature, writing, and critical inquiry. Students deepen their ability to read closely, think analytically, and write with clarity and precision while exploring essential questions of identity, culture, and perspective through a diverse range of texts.

The course emphasizes advanced reading strategies, discussion-based learning, and frequent analytical and argumentative writing, including multi-draft essays aligned with college-level expectations. Students develop skills in interpretation, evaluation, and synthesis, as well as effective oral communication. The year culminates in personal narrative writing in preparation for the college application process.

By the end of the course, students are well prepared for AP English, senior electives, and the demands of college-level reading and writing.

AP English Literature and Composition

This course is designed to comply with the curricular requirements outlined in the AP English Literature and Composition Course Description (available at www.collegeboard.apcentral.com).

Through continuous and conscientious reading, students will develop stylistic maturity in their own writing. This course will engage students in careful and critical reading and analysis of imaginative literature in the form of novels, plays, short stories, and poetry. Students will deepen their understanding of the manners in which writers use language to provide meaning and pleasure for their readers. Students will consider the “big ideas,” of a work—its structural, stylistic, and thematic concerns, often conveyed in abstract nouns—through study of “smaller-scale” elements like an author’s use of tropes and concrete patterns like symbols, images, or motifs. Students will also apply these elements to their own writing. Original written argumentation in both short and long form are the primary self-expression. Students will also write personal essays, descriptive essays, short stories, and poetry.

Students will be able to explain functions of setting, plot and structure, narrator and speaker, word choice (diction), sentence structure (syntax), imagery, and symbols. Students will be able to formulate oral and written comparisons in textually supported arguments in part or whole text, much of which will be offered in a close reading. Students should be able to juggle big ideas spiraled across units and genres. The literary components in the frequent literary argumentation most often submitted are 2–5 pages in length. In third and fourth quarters, students will use literary criticism and theory as a lens through which to analyze and write about literature. Most assessments in the course, including practice with AP multiple choice questions and timed in-class writing, are to prepare students to take the May AP exam.

AP English Language and Composition

Students in this course read an array of nonfiction selections with an emphasis on stylistic conventions, grammar and usage rules, and contextual vocabulary. Students develop additional skills in composing analytical, argumentative, personal, and creative pieces through a rigorous writing workshop approach designed to prepare students for the AP English Language exam at the end of the year. Texts include John Green’s *The Anthropocene Reviewed* and *The Literature of Composition*.

HISTORY AND SOCIAL SCIENCES

Graduation Requirement: All students must take three (3) full years of History/Social Science in the Upper School, including World History in 9th grade, and US History in 10th grade.

World History

The Ninth Grade World History course is the fundamental building block of the Upper School History experience at St. Paul's. This skills-oriented, student-centered course focuses on global relationships and interconnectedness, the role of trade, cultural diffusion and comparative history by examining the contributions of people from all continents. Bridging the ancient civilizations studied in the Middle School to the American experience studied in Tenth Grade, the Ninth Grade World History course continues the methodical development of reading comprehension, writing and research skills learned in the Middle School. Students examine the influence of the earth in human, physical and political terms through extensive work in geography, and they analyze the significance of the most illustrative examples of art, architecture and technology of each culture under study. At every step, the course accentuates student investment in the learning process, helping each student build their repertoire of study skills through consistent practice, while also learning the fundamentals of the Socratic dialogue at the heart of the St. Paul's History experience.

The 9th grade history curriculum is a diverse chronological exploration of the years after the fall of the Roman Empire to the Age of Discovery. By focusing on comparing different cultures across the same time periods students will increase their understanding of historical patterns. The students will make comparisons of the factors that allow civilizations to thrive or decline. By examining the rise of Muslim culture, the Classical period of the Maya empire, and the Dark Ages, students will explore thriving civilizations and compare them to the fracturing of Europe that follows the fall of the Roman Empire. Students then examine the Age of Enlightenment by exploring the evolution of thought and the causes and consequences of globalization. In its focus on developing a flexible, imaginative and multi-layered approach to understanding the world, the course lays a solid foundation for success not only in the Tenth Grade United States History course that immediately follows, but in the future sequence available in the Eleventh and Twelfth Grades as well.

US History

This broad survey of our nation's origins, development, and emergence as a world power examines the forces that have shaped the United States while sharpening the core skills necessary for success in future social science courses and as citizens in today's complex world. It begins with an investigation of the early American colonies, American Revolution and Constitution, the course explains the long-term impact of the Renaissance, Reformation, and Age of Exploration studied in ninth grade World History. The class continues by focusing on the challenges faced by the new nation, both large and small, from the Whiskey Rebellion and Trail of Tears to the Civil War and Reconstruction. The year concludes with a study of the transformation of the United States from an inward-looking nation to a world power, exploring the Industrial Revolution and Progressive Era. Class discussions are essential components of the course, as understanding the role of differing perspectives and compromise are key to being effective in today's society. The students are also expected to complete research papers that help build writing and research skills addressed in future social studies courses, providing students with specific strategies and tools for interpreting complicated texts and incorporating the ideas and events encountered there into the written work and class debate.

US History Honors

U.S. History Honors examines the origins, development and emergence of the United States as a world power. The course provides students with an opportunity to examine the forces that have shaped the society in which they live while at the same time sharpening the core skills necessary for doing so intelligently and articulately. Class discussion and debate are essential components of the course, which builds deliberately and methodically on the reading comprehension and writing skills addressed in World History. By studying the founding principles and major events of first two centuries of the American Republic, students will gain an understanding of the key elements that define American culture, and the role the United States will adopt on the international stage in the twenty-first century.

The Honors U.S. History course includes additional academic rigor, extensive research and writing skill development and more independent rather than group work than the standard U.S. history course. Honors student work is held to a higher and more critical standard than non-honors sections. Lastly, the honors students are required to write an additional essay on the midterm exam and final exam.

AP United States History

AP US History is offered to qualified students who wish to complete studies in an introductory college-level course while still in secondary school. This course is aligned with the revised College Board standards for AP US History and covers pre-Columbian civilizations through to the present day in an intensive study of the political, social, economic, cultural and intellectual development of the United States and its interaction with the rest of the world. Major emphasis is placed on in-depth analysis of historical themes and acquisition of factual knowledge. Students work to develop and hone their reading, writing, and analytical skills by examining a wide variety of college-level sources, including the textbook, primary documents, maps, graphs, tables, charts, and political cartoons. Students are assessed regularly using a variety of methods geared toward preparing them for success on the AP exam; assessments include multiple choice questions, short answer responses, analytical essays, and research papers. All students in the course are expected to sit for the AP exam (a necessity to receive AP designation and credit on their transcript).

Prerequisites: Combination of 1) B+ or above in a previous History course, and 2) teacher recommendation, and 3) successful completion of a writing sample through a specific prompt.

Note: Students will be required to sit the AP US History exam at the end of the year in May.

AP European History

This course for juniors and seniors an in-depth survey of European history from the Renaissance to the present, with instruction designed to prepare students for the AP European History exam in the spring. College level reading and writing skills are developed as students engage with a wide variety of primary and secondary sources and explore the changes and continuities in European society, political and economic structures, and Europe's role in the world. Students also engage in intense study of cultural and intellectual institutions and their development. Class activities include discussions, collaborative projects, as well as individual research and presentations. Assessments are comprised of AP-style multiple choice tests and a variety of analytical essay responses to questions that have appeared on AP exams, in addition to review materials prepared by students in a variety of media.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Macroeconomics

This course introduces students to fundamental national and global economic systems. Students cultivate their understanding of the principles that apply to an economic system by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. Students study the tools of macroeconomic decision-making and apply macroeconomic theory to determine the expected outcomes of policy decisions. The course culminates in the AP Macroeconomics exam in the spring.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

Economics

Economics is a college preparatory course that introduces students to fundamental economic principles and ways of thinking, with an emphasis on real-world application, critical reasoning, and economic literacy. Students begin by exploring core concepts such as scarcity, opportunity cost, incentives, and economic systems.

The course then examines macroeconomics, including economic performance, growth, fiscal and monetary policy, banking, and international trade, with attention to current issues and policy debates. In the second half, students study microeconomics, focusing on supply and demand, market structures, firm behavior, and the role of government in markets.

Throughout the year, students apply economic models to contemporary case studies and develop skills in graphical analysis, written explanation, and logical reasoning. The course prioritizes conceptual understanding and practical relevance in preparation for informed citizenship and further study.

AP World History

In AP World History students investigate significant events, individuals, developments, and processes from 1200s to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students develop college-level reading and writing skills as they engage with a wide variety of source documents, including textbooks, primary documents, other secondary sources maps, graphs, and charts. Assessments are designed to measure content mastery and well as critical thinking and analytical writing skills.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP US Government and Politics

By studying the foundations and structure of the US national government, students explore how the US government plays out in the lives of Americans via civil liberties and rights, political ideologies, government policy, and political participation. Students analyze the political philosophies that influenced the creation of the American federalism and learn about the workings of the three branches of the US government (legislative, executive, and judicial). There will be a particular focus on founding documents (Constitution, Declaration of Independence) and how they influence American politics. Significant time is devoted to understanding the impact of major Supreme Court decisions, as well as writing and data analysis in preparation of the AP exam in the spring.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

20th Century History

20th Century History is a one-year course exploring the key events, people, and ideas that have shaped the modern world since 1900. While several topics involve the United States, the course takes a global approach, examining developments across Asia, Africa, Europe, and the Americas to understand how nations have influenced one another. Students focus on cause and effect in history, analyzing how events are connected and how decisions in one region shape the broader world. Emphasis is placed on making connections between past events and current global issues while developing skills in source analysis, clear writing, and evidence-based argumentation.

By the end of the course, students will gain a broad understanding of twentieth-century global history and its connection to current global issues.

Major Areas of Study include:

- Imperialism and the Global Order
- Ideologies and Economic Theories
- Global Conflict I: The Great War
- The Interwar Period
- Global Conflict II: World War II and its Aftermath

20th Century History Honors

20th Century History Honors surveys the key events, people, and ideas that have shaped the modern world since 1900. While several topics involve the United States, the course takes a global approach, examining developments across Asia, Africa, Europe, and the Americas to understand how nations have influenced one another. The course emphasizes connections among political, social, and economic developments, with a focus on causality—how events such as imperialism, ideological conflict, and technological change shape one another across time and place. Students develop a deeper understanding of global interdependence and the lasting impact of historical decisions.

As an honors-level course, it demands intellectual curiosity, sustained engagement, and strong analytical skills. Students engage extensively with primary and secondary sources across textual, visual, and artistic media, with a particular emphasis on source analysis, discussion, and analytical writing. The accelerated pace allows for deeper exploration of selected topics and sustained inquiry through discussion-based learning.

By the end of the course, students will have a strong understanding of twentieth-century global history and the ability to analyze contemporary issues in their historical context.

Major Areas of Study:

- Imperialism and Early 20th-Century Global Order
- Nationalism and the Road to World War I
- World War I: Conflict and Consequences
- The Peace Process and Interwar Tensions
- Ideologies and Economic Systems
- The Russian Revolution and Rise of the USSR
- The Great Depression and Global Crisis
- The Rise of Fascism and Nazism
- Interwar Relations and Global Tensions
- World War II: Global Conflict
- War, Society, and International Law
- Origins of the Cold War

African American History

Students in this course investigate African American history that is centered on Black perspectives and voices, with the goal of learning through Black History, not simply about Black History. The course explores Black history in the United States, from the colonial period through the contemporary period, providing depth and perspective into America as it was and is. Instruction is inquiry based and promotes the development of critical reading and historical thinking skills including source analysis, contextualization, and argumentation. Students engage with a wide variety of primary and secondary sources, including written texts, art, music and other types of expression. Assessments include periodic tests and quizzes, as well as writing assignments, presentations, and debates. A final capstone project provides students with the opportunity to devise an essential question, conduct research, and create original work.

Art History: History of the World from Cultural Perspective

This course surveys art history across the globe from prehistoric times to the present. This course neither requires nor assumes that students have any prior background in the discipline. The course is structured thematically, inviting students to investigate, compare, and discover connections both within and among cultures as we explore diverse ways that art reflects and communicates ideas about religious beliefs, power and status, the human body, the natural world, and more. In learning more about the history of art in diverse cultures, students refine their abilities to look at art, analyze it, and talk and write about it from critical perspectives, and they have opportunities to explore their own values, assumptions, and creative capabilities.

The Cold War Honors (semester)

Students in this course explore the nature of the Cold War, the factors that led to the end of the Cold War, and the characteristics of the post-Cold War world. The course is designed to provide a global perspective while allowing students to explore the causes and consequences of global shifts in individual regions and states. Students have the opportunity to compare and contrast events in East Asia, for example, with those in Latin America, Oceania, South Asia and central Asia. Course materials are drawn from a variety of primary and secondary sources and students engage in individual and collaborative research on a variety of topics.

Ideology and Order: History of Political Thought Honors (semester)

This introduction to the history of political thought surveys major political philosophers and theories from Ancient Greece to the 20th century. With an emphasis on reading, reflective writing, and discussions, students will focus on historical approaches to essential questions about topics such as human nature, the common good, order, justice, power, rights, and the relationship between the individual and the state, and examine ideologies and forms of government such as popular sovereignty, classical conservatism and liberalism, socialism and democracy.

Issues in International Diplomacy (semester)

This course introduces students to the concepts, methods and institutions that underlie the international order in the modern world, as well as forces of change that challenge that order. Students explore the practice of diplomacy in a variety of historical and present-day situations and engage in debates and simulations reflecting important issues. Students identify the foreign policy goals of various state actors as well as analyze the methods used to reach those goals. Course materials include a variety of secondary and primary resources and students conduct meaningful research on a consistent basis.

AP Psychology

This course begins with the 1879 “birth” of Psychology as the study of consciousness and follows its evolution to today’s definition: the scientific study of behavior and the mind. This theoretically diverse and complex science examines everything from the methods that are used to collect and interpret psychological data, to the complexities of the brain and the physiological bases of behavior, to contemporary explanations of personality and treatments of psychological disorders. Students practice daily critical thinking skills as they learn psychological concepts and apply a healthy dose of skepticism as they read research findings, concepts and apply a healthy dose of skepticism as they read research findings. Open only to seniors.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

Psychology Honors

This course offers an in-depth introduction to the scientific study of behavior and mental processes. Students explore major areas of psychology—biological, cognitive, developmental personality, social, and abnormal—while examining both classic studies and contemporary research.

As an honors-level class, students are expected to engage in advanced analysis, critical thinking, and independent inquiry. They apply psychological theories to real-world situations and develop skills in research, data interpretation, academic writing, and ethical reasoning.

Assessments include essays, presentations, research projects, and exams. This course is designed to challenge students and provide a strong foundation for further study in psychology, social sciences, health sciences, or related fields.

Students recommended for this course should have a B+ or higher in previous social studies courses, strong reading comprehension and writing skills, as well as independent study habits, consistent preparation, organization, and maturity suited to a fast-paced course.

Sociology (semester)

This course introduces the field of sociology, in which students learn to utilize the specific methods of discipline to analyze human society and institutions. Units are arranged around topics such as collective behavior, group interaction, social status, social roles, subcultures, social change, and demography. Students work collaboratively and independently on a variety of projects and presentations that explore and analyze topics of their choice. Assessments include tests of basic vocabulary and content knowledge as well as analytical writing assignments, projects, and presentations.

US History After 1945 (semester)

US History After 1945 is a semester survey course of the United States that studies significant issues and events about foreign policy, domestic policy, economic developments, social trends and cultural changes in this country since the Second World War. Attention is devoted to the Cold War and the Modern Civil Rights Movement. Harvard Case Study Projects, significant reading of both primary and secondary texts, and a research paper will be important elements of this class.

Women's History (semester)

The Women's History elective explores the roles and contributions of women in the United States from the nineteenth century to the twenty-first century through political, economic, social, and cultural history. The course examines women's experiences and history from multiple perspectives, using a wide range of source material. Students also continue to practice and strengthen historical thinking and writing skills. Through collaborative and hands-on projects and writing assignments, students conduct primary source research and work together to create their own understanding of women's history in the United States and women's contributions and significance to world events today.

Civil Rights and the Constitution (semester)

This course examines the evolving relationship between civil rights movements and the United States Constitution, with particular emphasis on the Bill of Rights and the ongoing struggle to achieve a "more perfect union." Students will explore how demands for equality and justice—echoing Frederick Douglass's assertion that "power conceded nothing without a demand"—have shaped constitutional interpretation and public policy from the failures of Reconstruction through the Double V Campaign and into the landmark Civil Rights and Voting Rights Acts of the 1960s. The course also considers contemporary civil rights issues, including women's rights and LGBTQ+ legislation, highlighting the continued evolution of constitutional protections in the modern era. Throughout the course, students strengthen their research and historical writing skills by engaging in the research cycle, and analyzing primary and secondary documents through sourcing, contextualization, and evident-based argumentation. Guided by essential questions about identity, power, resistance, and democracy, the course challenges students to analyze how ideas become actions and how historical context deepens our understanding of struggles for human right in the United States and beyond.

The Cold War Honors (semester)

Students in this course explore the nature of the Cold War, the factors that led to the end of the Cold War, and the characteristics of the post-Cold War world. The course is designed to provide a global perspective while allowing students to explore the causes and consequences of global shifts in individual regions and states. Students have the opportunity to compare and contrast events in East Asia, for example with those in Latin America, Oceania, South Asia and central Asia. Course materials are drawn from a variety of primary and secondary sources and students engage in individual and collaborative research on a variety of topics.

Entrepreneurship in Business (semester)

In this semester course, students use design thinking to develop a problem to solve, conduct market research, and develop a business plan and investor pitch to submit to the World Series of Innovation. They can learn firsthand from local social entrepreneurship business leaders in the Baltimore area. Students use rapid prototyping to participate in a challenge to redevelop existing products. They select an entrepreneurial innovation or innovative company and research the timeline of this innovation, and the impact of this innovation on its field, consumers, and the world.

Tech Innovation in Business (semester)

In this semester course, students take on simulated leadership roles of a business and work through how to make decisions about ethical issues that a business is undergoing due to technological innovation. They research the top five trends in technological innovation to impact business, understand these trends, and choose one to debate why this trend is the most

impactful to business. Students learn about how blockchain technology works and how it is applied to the current landscape of cryptocurrencies and use a simulation to understand volatility and how currencies are valued. They read from a variety of Futurists and Leadership non-fiction books to discuss how it relates to their own perspectives and to the future trend in technology innovation and business. Students also participate in online discussions about current events occurring in the tech and entrepreneurship sector.

AP Business with Personal Finance

AP Business is an advanced, college-level course designed to introduce juniors and seniors to the principles and practices that drive modern organizations. The curriculum emphasizes core business disciplines, including management, marketing, finance, accounting, and entrepreneurship, while integrating economic concepts and ethical decision-making. Students engage in case studies, simulations, and project-based learning to develop analytical, strategic, and leadership skills. The course also explores global business trends, the role of technology in commerce, and the impact of economic and social factors on organizational success. By the end of the course, students will be prepared to apply business concepts to real-world scenarios and pursue further study in business, economics, or related fields.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

Digital Media Marketing (semester)

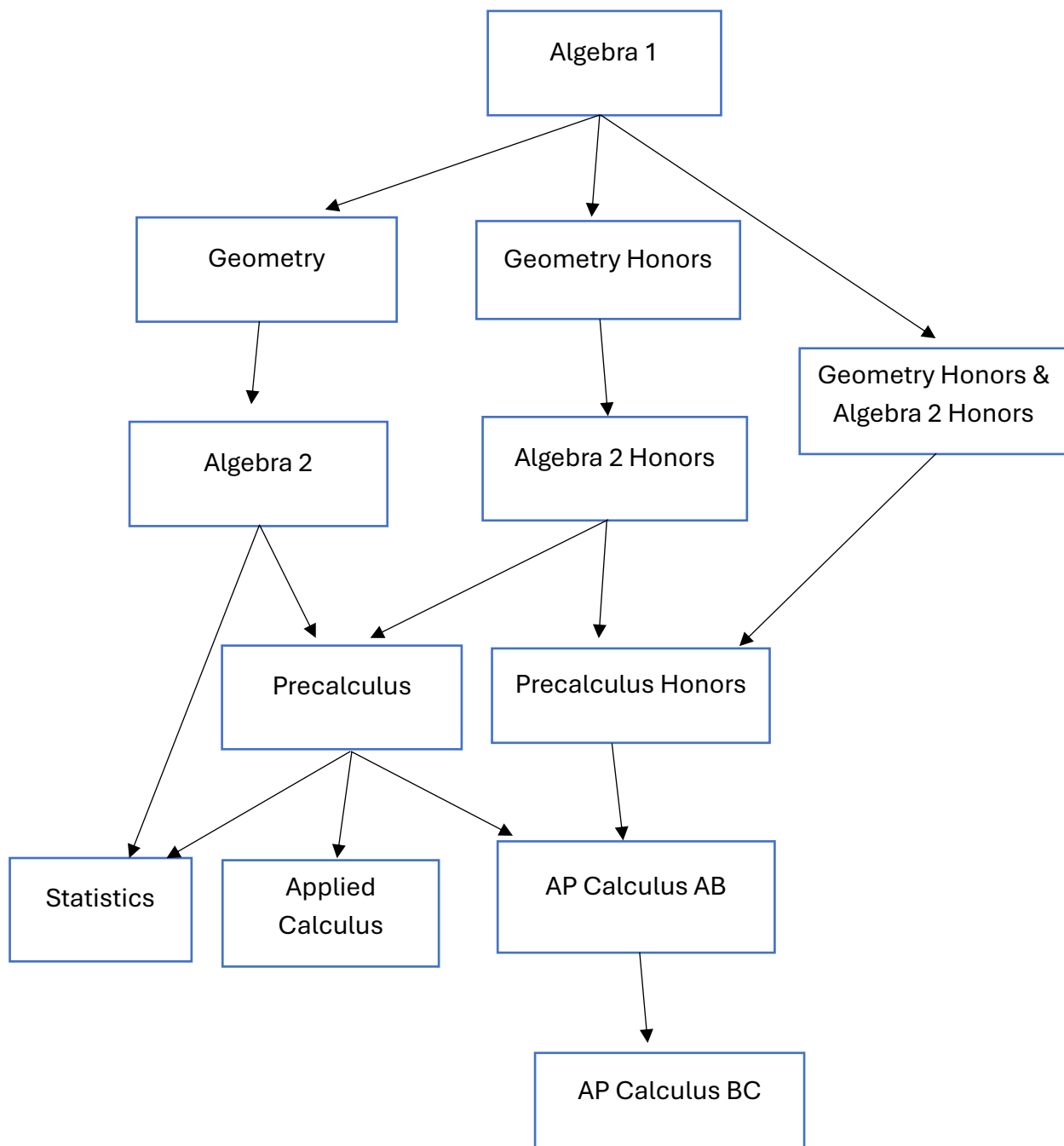
This is a project-based course designed to introduce students to how digital media marketing works. Students will explore how advertising is branded, the psychology of targeted marketing, and how different online platforms make money from digital advertising. Then, students will take a deeper dive into the algorithms of marketing and how they are used to target customers and explore the ethical considerations for responsible digital marketing practices. Students will build their innovative and creative skills through real world experience and hear from experts to explore business and marketing careers.

MATHEMATICS

Each mathematics course is designed to help students develop traits of resourcefulness, creativity, imagination, perseverance, and curiosity. The mathematics department believes that each student needs to be actively involved in their learning. Students will speak, write, and reason with mathematics as they acquire knowledge and understanding of problem solving, processes, facts, and concepts.

Graduation Requirement: *SP requires graduates to complete four (4) year of mathematics, including the successful completion of Algebra 2. All students must have demonstrated mastery of Algebra 1 in Middle School or Grade 9 before beginning Geometry*

COURSE SEQUENCING FOR CLASS OF 2028 AND BEYOND (SUBJECT TO ADJUSTMENTS)



Algebra 1

This course introduces algebraic skills in the context of solving problems drawn from many areas of the student's real-world experiences. Using fundamental mathematical ideas and methods, students develop an understanding of variables, expressions, equations, functions (primarily linear), relations, systems of equations, and equivalence. Using these skills and having the support of graphing devices, students will learn the fundamental algebra skills and reasoning skills that will be applied to further courses.

Geometry

The geometry course is based on plane Euclidean Geometry and uses an inductive approach to enable students to understand the concepts and vocabulary of geometry with heavy integration of algebra throughout the course. Students are encouraged to discover geometric facts both individually and in groups. The course allows students to analyze the properties of one, two- and three-dimensional objects before making conjectures and solving problems related to triangles, quadrilaterals, circles, areas, and volumes. Using these shapes students will explore the foundations of logic and reasoning, while improving on the algebraic foundations in the previous course.

Prerequisite: Successful completion of Algebra 1

Geometry Honors

The intensive geometry course is based on plane Euclidean Geometry and uses an inductive approach to enable students to understand the concepts and vocabulary of geometry with heavy integration of advanced algebraic techniques and right-triangle trigonometry throughout. Students are encouraged to discover geometric facts through exploration both individually and in groups. The course allows students to analyze the properties of two- and three-dimensional objects before making conjectures and solving problems related to triangles, quadrilaterals, circles, areas, and volume with a strong emphasis of proofs.

Prerequisite: Successful completion of Algebra 1 and teacher recommendation

Algebra 2

The Algebra 2 curriculum extends beyond the foundational algebraic concepts covered in previous courses, aiming to enhance students' comprehension and reasoning abilities. By delving into the study of various functions, such as quadratic, polynomial, absolute value, and radical functions, students will acquire not only a deep understanding of function properties but also essential algebraic skills, including factoring and rational exponents. This instructional approach ensures a continuous learning process where students actively apply these fundamental skills in the context of functions and models. Furthermore, the course provides an opportunity for students to explore advanced topics such as complex numbers, rational functions, and properties of logarithms. This comprehensive curriculum serves as a robust foundation, equipping students with both abstract and applicable skills necessary for the next courses in the sequence.

Prerequisite: Successful completion of Algebra 1 and Geometry

Algebra 2 Honors

The Algebra 2 curriculum extends beyond the foundational algebraic concepts covered in previous courses, aiming to enhance students' comprehension and reasoning abilities. By delving into the study of various functions, such as quadratic, polynomial, absolute value, and radical functions, students will acquire not only a deep understanding of function properties but also essential algebraic skills, including factoring, rational exponents, and properties of logarithms. This instructional approach ensures a continuous learning process where students actively apply these fundamental skills in the context of functions and models. Furthermore, the course provides an opportunity for students to explore advanced topics such as complex numbers, rational functions, inverse functions, composition of functions and analytical trigonometry to further improve their understanding of mathematics. This comprehensive curriculum serves as a robust foundation, equipping students with both abstract and applicable skills necessary for more advanced courses.

Prerequisite: Successful completion of Algebra 1 and Geometry Honors, and teacher recommendation

Algebra 3/Trigonometry

This course is for students who have completed Geometry and Algebra 2. It provides a comprehensive review of algebra topics and a complete study of trigonometric functions and their inverses. Trigonometry topics include trig equations, identities, graphs, and the laws of sines and cosines. Students learn to apply and adapt a selection of strategies and algorithms to solve problems using both traditional and technological tools.

Precalculus

This course builds on the foundations of Algebra 2 with a great emphasis using functions and reasoning to help students make connections and reason both abstractly and within applications. Topics include trigonometry, basic analytic geometry, and elementary and transcendental functions, with a focus on domain and range of functions, complex numbers, and basic algebraic concepts that are fundamental to success in calculus. This course requires higher-level abstract thinking, and, whenever possible, students study functions from all four perspectives: verbally, analytically, graphically, and numerically. The course is designed to prepare the students for future course work in mathematics such as calculus and statistics.

Prerequisite: Successful completion of Algebra 2

Precalculus Honors

This course is designed for highly motivated students with a passion for mathematics who have fulfilled the prerequisite requirements. It delves into the realms of elementary and transcendental functions, algebraic properties and algebraic proof (not to be confused with geometric proof) and recognition of patterns with and without technology. Covering topics include but not limited to polynomials, nested exponential equations, logarithms, their properties, and rigorous logarithmic equations; sequences, series, trigonometric functions, and analytic trigonometry. The course is fast-paced and assumes strong note-taking skills and study habits from each student. Upon completion, students gain an understanding of mathematical problem-solving and reasoning, utilizing mathematics as a language to creatively address novel problems.

Prerequisite: Successful completion of Geometry Honors, Algebra 2 Honors, AND teacher recommendation

Statistics

This course shows students the major concepts for collecting and analyzing data. The major components of this course include gathering data, describing data, and analyzing data, including statistical analysis. These components are explored using authentic tasks that will require both inferential and descriptive statistics using technology to provide both visual and analytical analysis. After taking this class, students will have a better understanding about how information is used to make prediction and claims both inside and outside the classroom.

Prerequisite: Successful completion of Algebra 2 or Precalculus

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Statistics

This course is designed for seniors as a primary mathematics course or for juniors and seniors as an elective (second math) course. It focuses on the study of data and statistical reasoning, divided into four main topics: data analysis, experimental design, probability, and statistical inference. The students who take this fast-paced course should have a sound working knowledge of the graphical and algebraic concepts learned in Algebra 2, as well as solid writing and critical analysis skills. Through a variety of projects, students apply the analytical methods they learn in class to real-world scenarios by collecting and analyzing data and presenting their results. Technology is used extensively in this class to enhance the understanding of statistical analysis and to provide dynamic visualizations of statistical theory and practice. All students complete this course by taking the AP Statistics exam in the spring.

Prerequisite: Successful completion of Algebra 2

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

Applied Calculus

This course is designed as a foundational introduction to calculus, preparing students for the rigors of college-level mathematics. By incorporating skills and knowledge from Algebra 2 and Precalculus, students will establish essential connections with new mathematical concepts, including limits, derivatives, and integrals. This calculus-focused course goes beyond theoretical understanding, requiring students to apply their knowledge to real-world scenarios and think critically about how each topic contributes to a deeper comprehension of the world. By providing a solid foundation for a college calculus course, this course provides a foundation for students who want to pursue a career in Stem or business.

Prerequisite: Successful completion of Precalculus

RELIGIOUS STUDIES

Graduation Requirement: All students must earn one (1) full credit in Religious Studies, including a semester (half (½) credit) of World Religions in Grade 10 and at least one other semester-long RS elective (half (½) credit), taken during Grade 11 or 12.

World Religions (semester)

The World Religions course is an introduction to the academic study of religion and of world religions with an emphasis on the religious traditions of Judaism, Islam, Christianity, Hinduism, and Buddhism. Minor religions and some new religious movements will be briefly explored. The course examines the historical evolution, the fundamental doctrines and beliefs, the practices, institutions, and cultural expressions of these religious traditions.

As we explore each religion individually, we will be guided by three fundamental questions that can be answered according to the religion in question:

1. What is the human condition?
2. Where are we going?
3. How do we get there?

In answering these questions, we will also remain aware of the great diversity of expression and beliefs within each religious tradition. No religion or worldview can be completely defined and delimited but understanding the basic underpinnings of these traditions is an important starting point in an ever increasingly pluralistic society.

World Religions is a required course for all 10th grade students.

Applied Ethics (semester)

In this course, students learn various ethical theories, consider and construct one's personal worldview while exploring ethics in medicine, business, law, as well as personal and societal decision-making. Students also reflect on the role that moral and religious philosophy informs and shapes ethical thinking and behavior.

The Holocaust (semester)

This course addresses the events and conditions that led to one of the most well-documented genocides of the 20th century, the murder of six million Jewish men, women, and children in Europe. The course weaves together religion, politics, science, and history to develop a deeper understanding of how and why this particular genocide happened. Special emphasis is placed on the following topics: the role of religion in the historical persecution of Jews and the growth of political anti-Semitism during the 1930's; the role of religious leaders during the Holocaust; how religious beliefs motivated some to shield and hide Jews at great personal risk to themselves; some of the ethical and moral dilemmas raised during and after the Holocaust; Judaism and Christianity in a post-Holocaust world; and how the Holocaust led to a reevaluation of faith among Jews and the eventual creation of the State of Israel. The course concludes with a field trip to the U.S. Memorial Holocaust Museum in Washington D.C. Texts include *A History of the Holocaust* by Yehuda Bauer and *The Holocaust and the Christian World*, edited by Carol Rittner.

Faith, Hope, and the Human Encounter (semester)

This interdisciplinary religious studies elective explores how individuals seek meaning, resilience, and moral responsibility in the face of suffering and uncertainty. Through selected work by Martin Buber, Jurgen Moltmann, and Elie Wiesel, students examine themes of relationship, hope, justice, and the ethical challenges of human existence.

Blending philosophy, literature, and theology in an academic and inclusive context, the course encourages critical analysis, reflective writing, and seminar discussion. Students will engage enduring questions about empathy, protest, and the power of hope, while developing skills in close reading, argumentation, and thoughtful dialogue.

Philosophy (semester)

This religious studies elective will introduce students to the history of philosophy, its most important thinkers, and trends in philosophical thought. Students are invited into dialogue with philosophers and philosophical texts and art of the past and present, practicing critical thought, investigating different forms of philosophy (fictional and non-fictional literature, theater, film, etc.) and learning to build philosophical questions and answers, which are at the heart of religious searching. Additionally, and

most importantly, students will come to understand that philosophy is not a set of inert ideas or doctrines, but living and vivid worldviews that drive human action and creativity.

Religion and Film (semester)

Religion and film are two significant parts of modern life and culture. Both reflect the spirit of their cultural context (Zeitgeist) as well as comment on pressing questions and concerns, offering guidance on how one ought to live life. Religion and Film builds upon the base level of Religious Studies knowledge gained in 10th grade World Religions course, adding depth and demonstrating the variety of authentic expressions of religious experience. We will begin with a general introduction to film studies, building a base of theory that will enable students to confidently offer nuanced and justified interpretations of film. Next, we will progress by investigating individual films for what they suggest about the nature of religion, culture, ethics, and the Good. The films are intentionally chosen to represent a wide variety of themes (morality, pluralism, evil, theodicy, crises of faith), religions (Christianity, Judaism, Islam, Buddhism, Shinto, Hinduism), and genres (drama, comedy, action/adventure, horror, documentary). The course will conclude with a close examination of recent films and what they reveal about religion in our culture today.

Sacred Activism: Faith and Social Justice (semester)

This course explores the powerful intersection of spirituality and activism by examining religious leaders who have fought for justice throughout history. From Mahatma Gandhi and Dorothy Day to Dr. Martin Luther King Jr. and contemporary faith-based organizers, this course delves into how diverse religious traditions inspire movements for human rights, racial equity, economic justice, and environmental stewardship. This course will focus on the ways in which diverse religious traditions conceive of and practically respond to the critical issues in the building of a just society. We will also seek to engage sources from Christianity, Islam, Buddhism, Judaism, and other religious traditions, ranging from selections from their foundational texts to the writings by contemporary religious activists and thinkers who have shaped the social and spiritual landscapes of our country and the entire world.

SCIENCE

Graduation Requirement: All SP students are required to take three (3) full years of Lab Science including Biology in Grade 9, Chemistry in Grade 10, and Physics in Grade 11. Students may choose to take additional science electives beyond standard requirements.

Biology

The 9th grade Biology introduces students to the major ideas that explain the natural world, beginning with the formation of the universe and progressing through the foundations of biology. Students explore how the universe originated and evolved, how stars and elements formed, and how Earth developed as a dynamic system capable of supporting life.

Building on this knowledge, students study core biology concepts, such as cell structure and function, photosynthesis and cellular respiration, genetics and inheritance, evolution by natural selection, and the organization of life from cells to ecosystems. Throughout the course, emphasis is placed on scientific inquiry, data analysis, modeling, and the use of evidence to support explanations.

Biology Honors

The 9th grade Biology Honors introduces students to the major ideas that explain the natural world, beginning with the formation of the universe and progressing through the foundations of biology. Students examine how the universe originated and evolved, how stars and elements formed, and how Earth developed as a dynamic system capable of supporting life.

Building on this knowledge, students engage in an in-depth, accelerated study of core biological concepts, including cell structure and function, photosynthesis and cellular respiration, genetics and inheritance, evolution by natural selection, and the organization of life from cells to ecosystems.

Compared to Biology, this course moves at a notably faster pace and requires students to independently process and analyze larger amounts of scientific material daily. Biology Honors is designed for students who are prepared to take intellectual ownership of their learning.

Students are expected to:

- Read and annotate substantial sections of scientific text on a nightly basis
- Independently identify, synthesize and connect key ideas across topics
- Draw evidence-based inferences and apply concepts to unfamiliar scenarios
- Produce sophisticated scientific writing, including data-driven analysis and well-supported argumentation
- Participate in high-level discussions that require precision, depth of thought, and use of discipline-specific language

Throughout the course, there is a strong emphasis on scientific inquiry, experimental design, data analysis, modeling, and the use of evidence to support explanations. Students are consistently challenged to think critically about biological systems, evaluate evidence, and communicate their reasoning with clarity and rigor.

The pace and depth of the course allow for more sustained and nuanced exploration of biological systems. Placement is not based solely on prior achievement, but on a student's readiness to manage elevated workload, persist through complex material, engage deeply with scientific thinking, and demonstrate strong independent reading and analytical writing skills.

Chemistry

This year-long Chemistry course provides students with a foundational understanding of the composition and behavior of matter. Through collaborative work, hands-on experimentation, and real-world applications, students will explore key topics such as atomic structure, the periodic table and periodicity, chemical bonding, the mole, thermochemistry, gases, solutions, acids and bases, redox reactions, kinetics, and equilibrium. Emphasis is placed on developing problem-solving skills, critical thinking, and laboratory techniques. Students will engage in lab activities that reinforce concepts, practice proper scientific methods, and analyze experimental data. This course is designed for students looking to build a strong base in chemistry while enhancing their scientific reasoning skills.

Chemistry Honors

Chemistry Honors is an accelerated and in-depth exploration of the principles governing matter and its interactions. This course covers all topics in Regular Chemistry, including atomic structure, periodicity, bonding, stoichiometry, thermochemistry, gases, solutions, acids and bases, redox reactions, kinetics, and equilibrium, while integrating additional content at a more rigorous

level. Students will consistently apply significant figures in calculations and engage in more complex problem-solving and data analysis. Emphasis is placed on independent and collaborative work, extensive hands-on experimentation, and detailed lab reports that require thorough analysis and scientific writing. This course is designed for motivated students who seek a deeper understanding of chemistry and are prepared for a challenging and inquiry-based laboratory experience.

Physics

The Standard Physics course is an algebra-based course blending core physics principles of mechanics, energy, oscillations and waves, and electricity with hands-on engineering practices like design, problem-solving, modelling, and prototyping to apply science to real-world challenges. This is a hand-on course where students develop models of the physical world through experimentation while applying these models to design solutions to problems. This course focuses on the development of foundational skills needed in STEM fields and beyond, including analytical thinking, the scientific method, the design cycle, collaboration, and problem-solving.

AP Physics 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems related to kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, oscillations, and fluids. This course devotes a significant amount of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Prerequisite: Enrollment in Algebra 2 or higher with a strong academic record (at least B or above)

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Physics C: Mechanics

AP Physics C: Mechanics is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems related to kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, and oscillations. This course devotes a significant amount of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Prerequisite: Students must be enrolled in a Calculus or a higher-level math course concurrently to be successful in this course.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Chemistry

This course explores first-year chemistry topics in greater depth and covers atomic structure, molecular structure and VSEPR theory, intermolecular forces, oxidation-reduction reactions, chemical kinetics and measuring rate of reaction, thermodynamics, equilibrium, acid-base and buffer chemistry, electrochemistry, and free energy. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore the following nine units: atomic structure, molecular structure, intermolecular forces, chemical reactions, chemical kinetics, thermodynamics, equilibrium, acid-base chemistry, and applications of thermodynamics. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations.

Prerequisite: Successful completion of Chemistry Honors

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Biology

This course is designed to engage students in the study of biology at the college level. Students study topics such as cell and molecular biology, genetics, organismal biology, ecology, and evolution. Classes are taught through hand-on learning, class discussion, lecture, and independent research. Laboratory experiences utilize open inquiry methods in which students design their own research, engage critical thinking skills and problem-solving skills, and develop their curiosity for further study of a particular topic. Students engage in research design, basic laboratory skills used in a modern biology laboratory, mathematics, and statistics. The curriculum is synchronous with the College Board AP curriculum and culminates with the AP Biology exam.

Prerequisite: Successful completion of Biology and Chemistry Honors

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Environmental Science

AP Environmental Science is an interdisciplinary, college-level course that explores the scientific principles, concepts, and methodologies necessary to understand the interrelationships of the natural world. Students investigate ecological systems, energy flow, biodiversity, and human impacts on the environment through inquiry-based labs, fieldwork, and data analysis. Emphasis is placed on identifying and evaluating environmental problems, examining solutions, and considering sustainability from multiple perspectives. The course integrates biology, chemistry, geology, and social sciences, preparing students to think critically about global environmental challenges and to propose evidence-based solutions.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

Engineering I (semester)

The first semester of engineering is focused on the engineering design process. Students are introduced to engineering through a variety of engineering disciplines, empowering them to develop solutions to various challenges. The work will involve mathematical analysis, hands-on construction of individual designs, design testing, CAD modeling with Autodesk Fusion, and 3D printing.

Engineering II (semester)

The second semester of engineering is focused on modeling and prototyping design solutions. Students will be given a design challenge requiring them to develop a scaled model of their solution using measurements taken of individuals and the room space their solution will be replicating along with creating CAD models of the products used in the design solution. Students will work with robotics focusing on basic line coding and hands-on construction as they work to overcome multiple design challenges.

Anatomy

This course explores the structure and function of the human body at multiple levels: individual cells, their coming together to form tissues, the organization of tissues into organs, organs working together as parts of organ systems, and finally how those organ systems support one another to maintain the body. Normal structure and function are presented as a starting point, and then the effects of disease processes on structure and function are examined.

Note: This course is offered to juniors and seniors.

Forensics

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Specifically, forensic science deals with the analysis of evidence. This course uses the areas of biology, chemistry, physics, and geology to determine the evidential value of crime-scene and related evidence. Specific topics include

fingerprints, toxins, hair and fibers, ballistics, and DNA. Lab activities accompany each topic. Noteworthy “famous” cases are discussed.

Introduction to Computer Science (semester)

Also known as “Coding Classic Games,” this semester-long class is an introduction to Java programming. The course is broken up into four units, and students will learn the core fundamentals of coding: variables, conditionals, functions, loops, lists, animations, and collisions. Each unit concludes with a student-designed video game project that creates a version of Pong and Toasterball (unit 1), Breakout (unit 2), Flappy Bird (unit 3), and Super Mario (unit 4). This course is open to students brand new to coding as well as students with some experience.

Introduction to Engineering (semester)

The Introduction to Engineering course will introduce students to some of the major concepts and practices in engineering today. The course will impart content and skills related to the following units: mechanical design, electricity and electronics, energy systems, robotics, and general design. Students will design and construct prototypes to satisfy challenges. The highest-level mathematics required is Algebra I, though some Algebra II concepts will be introduced and used in the course as well. This course is offered to sophomores.

AP Computer Science Principles

AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts, all of which are essential to over 130 careers. AP Computer Science Principles gives students the opportunity to use technology to address real-world problems and build relevant solutions. This course is geared not just to students interested in pursuing computer sciences, but also to students who are interested in the skills they use every day with computers and other technologies. Students may take AP Principles of Computer Science as a mathematics elective; however, this course will not be considered as part of a student's required four years of mathematics.

Prerequisite: Algebra 1; no pre-requisite knowledge of any programming language required

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

AP Computer Science A (CSA)

AP Computer Science A is a hands-on, creativity-driven course where students design, build, and debug programs that are both functional and fun. Students begin with the foundations of Java and quickly move into creating interactive projects, often centered around coding games and simulations that bring their ideas to life.

Rather than focusing on memorizing syntax, the course emphasizes thinking like designers, problem-solvers, and creators. Students learn how computers process information, how to structure and organize code, and how programmers turn ideas into polished, working solutions. Throughout the course, students will take on challenges, experiment with different approaches, iterate through bugs, and experience the satisfaction of seeing their programs run successfully.

Success in AP CSA is fueled by curiosity, persistence, and a willingness to explore and refine ideas. Students who enjoy puzzles, building things, or understanding how systems work will find this course especially engaging, while those who are new to the discipline will benefit from a supportive environment that encourages growth and resilience.

The course is designed to prepare students thoroughly for the AP CSA exam administered each spring, ensuring they have the skills, confidence, and understanding needed to perform at a high level, while also gaining the ability to create software of their own design.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

Food Chemistry (semester)

This semester course challenges students to take on the role of a food scientist as they investigate science concepts relating to food science concepts and lab practices. You will need an apron! Students learn about the fundamental and relevant chemistry of carbohydrates, proteins, lipids, and trans fats. There are projects on chocolate and the issues of cocoa production, food production and packaging, sustainability and land use for food, how food chemicals interact with your senses and pleasure and memory center of the brain, the marvel of eggs, fishing versus aquaponics, organic versus intensive animal and arable production, and food storage methods. Projects relate to cultural diversity of foods and major holiday meals (Thanksgiving, midwinter holidays, or Easter). Students explore areas of interest and visit with local producers and packaging specialists.

Prerequisites: Chemistry or Chemistry Honors

Marine Biology (semester)

Marine Biology takes you on a deep dive into the amazing life found in our oceans. You'll explore five major groups—marine plants and algae, invertebrates, fishes, marine mammals, and marine reptiles—and learn how they survive and interact in different ocean ecosystems. This class is hands-on and project-based, so you'll learn by doing labs, investigations, and design challenges instead of just taking notes. You'll build food webs, compare cool adaptations, and see how issues like pollution and climate change affect ocean life. Along the way, you'll step into the role of a marine scientist, working with real data and creating solutions to real-world problems. If you're curious about the ocean, enjoy interactive projects, and want a science class that feels different from the usual routine, this course is for you.

Coastal Geology: Beach Science (semester)

In this project-based course, students will explore the dynamic processes that shape Earth's coastlines, from crashing waves to shifting sands. Students will collect and analyze data, design solutions to real-world coastal challenges, and learn how scientists and engineers work to protect coastal communities. Students will model erosion, investigate tides, and design sustainable coastal plans. Students will be able to think like a coastal geologist—asking questions, solving problems, and applying science to protect our planet's most valuable edges.

Design Thinking (semester)

Design Thinking is a creative approach to problem solving, community collaboration and innovation. The class teaches students to examine each step of the five areas in the design thinking process so that they enhance their skills as empathizers, visual and strategic thinkers, reflectors and storytellers through a mixture of readings, discussions and collaborative hands-on, human-centered projects to solve real world problems. The projects students design are firmly rooted in students' individual passions as well as what they uncover, through careful research, as being needed for the improvement of their community at certain phases of their project design, students engage in prototype development, multiple feedback loops and then the final fabrication of concrete solutions. Students apply what they have learned to projects within their communities, beginning locally and expanding outward globally.

WORLD LANGUAGES & CULTURES

Graduation Requirement: *Students must successfully complete three (3) consecutive years of the same language in the Upper School. Exceptions may be made only by the Upper School Head or Director of Curriculum and Instruction, in conjunction with the Director of Learning Services. Please note that all SP World Languages & Cultures classes are coordinated courses, open to students at St. Paul's School and St. Paul's School for Girls, to maximize opportunities for students. Chinese, French, and Spanish are taught at St. Paul's School for Girls and German, Japanese, and Spanish are taught at St. Paul's School for Boys. Students at both schools may choose to take any of the five languages offered on our shared campus. To extend their experience, students are encouraged to take advantage of the many cultural events, travel and exchange opportunities available as a part of the programs in each language.*

SPANISH

Spanish 1

This introductory course assumes no prior knowledge of Spanish. Through communicative activities, students acquire the sound system as well as the necessary vocabulary and grammatical structures needed to accomplish basic real-life tasks such as greetings, using numbers, and describing themselves and others. Students will be able to describe, compare daily activities, school routines, eating habits, places where they live, and likes and dislikes. Proficiency is emphasized as students learn to ask and answer questions, make plans, participate in dialogues, make oral presentations, and write short narratives and emails. Students become acquainted with Spanish-speaking cultures and cultural practices through listening, reading, and writing authentic audiovisual resources.

Spanish 2 / 2 Honors

This early intermediate course reinforces and builds on the content, skills and cultural understanding covered in Spanish 1. Through a communicative approach, this course teaches students strategies for describing themselves, interacting about the past, influencing others, and making plans. Students are introduced to new concepts such as the past tenses (the preterit and the imperfect) and commands. Through authentic resources such as videos, articles, paintings, stories and poetry, students deepen their understanding of cultural products, practices and perspectives of Spanish-speaking communities. They explore topics such as daily routines, schools, clothes getting around in a city, childhood experiences, celebrations and holidays, cooking, sports and the arts. Students hone their proficiency through daily paired and group activities. Spanish 2 Honors is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening skills. Spanish 2 Honors students will cover a broader range of grammatical concepts, including the present perfect tense and formal and informal commands. Placement into the honors track is based on evidence of student performance in the classroom and teacher recommendation.

Comparative Spanish Linguistics

Comparative Spanish Linguistics (CSL) is designed for students with diagnosed language-based differences and/or a language waver who will end their Spanish career at this level. Selection for this course is by invitation only and is determined by a team consisting of the student's current and prior Spanish teacher(s), Department Chair, Director of Learning Services, and Director of Curriculum and Instruction.

CSL is taught in English with a heavy focus on English written expression and mechanics. Comparisons are explored between English and Spanish with a focus on sentence structure, grammar, parts of speech, and writing. Students acquire listening, vocabulary, and comprehension skills and engage with Hispanic culture through the Destinos video series. This telenovela, or Spanish soap opera, introduces the cultures, accents, and dialects of Mexico, Spain, Argentina, and Puerto Rico, helping students understand a range of Spanish and appreciate Hispanic culture.

Spanish 3 / 3 Honors

This intermediate course develops and builds upon the language skills and cultural understandings gained in Spanish 2. Conducted primarily in Spanish, this course reinforces and introduces the complex grammatical structures necessary to interact with detail in the past tenses, give and interpret opinions, influence others, make conjectures and imagine the future. Students discover multiple perspectives while exploring topics such as the natural environment, sports competitions, health, art, relationships, community service, work, building the future, myths of the past and the historical impact of encounters among cultures and peoples in Latin America and the Spanish-speaking world. Internet-based digital exercises and authentic Spanish-language media help students practice their language skills in real-life contexts. Students further hone their proficiency through daily paired and group activities. Quizzes, tests, writing prompts, projects, dialogues and presentations assess all skills as well as cultural understanding. Spanish 3 Honors is an accelerated course for self-motivated students demonstrating strong ability reading, writing, speaking and listening skills. In addition, Spanish 3 Honors students begin to read and interpret literature

such as short stories and poems from the Spanish-speaking world. Placement into the honors track is based on evidence of student performance in the classroom, teacher recommendation and/or a test.

Spanish 4 / 4 Honors

Conducted in Spanish, this advanced course reinforces concepts covered in Spanish 3 and introduces the remaining major grammatical structures. Students further develop their language skills in the context of comparing unique cultural products, perspectives, and practices with their own experiences. Students explore themes such as Global Challenges, Science and Technology, and Personal and Public Identities. By engaging with authentic Spanish-language media resources, students connect with other disciplines, their local community, and the world. Spanish 4 Honors acts as a prerequisite to and preparation for seamless entry into the AP Spanish Language and Culture course. Students begin working toward mastering the advanced writing, speaking, listening, and reading skills, as well as the grammar and vocabulary relevant to the themes and format of the AP exam. Placement into the honors track is based on evidence of student performance in the classroom and the teacher's recommendation.

Spanish 5 / 5 Honors

This advanced course is conducted in Spanish and explores a variety of themes through Latin American Spanish and Latinx literature, and art. Students will analyze important works that encompass genres ranging from poetry, plays, novels, short stories, textile art, visual and performing arts. Students will develop oral and written communicative skills through discussions, creative projects and writing exercises. Students will regularly engage in cross-cultural conversations and self-reflection that connects their culture with that of others from the Spanish-speaking world. This is not a grammar-based course however, students will put into practice the advanced grammatical strategies they have acquired in previous courses and will increase their range of vocabulary.

AP Spanish: Language and Culture

This advanced course is designed for students who have successfully completed Spanish 4 Honors. Students who have successfully complete Spanish 4, and demonstrate strong motivation, may enroll in this course with teacher recommendation or testing. This course develops and refines students' ability to use Spanish in a variety of formal and informal contexts and provides preparation for the Advance Placement exam in Spanish Language and Culture. Students investigate and compare how Spanish-speaking countries and communities from around the world address unit themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students reinforce their understanding of complex grammatical structures and expand their working vocabulary. In addition, students hone their ability to research in Spanish. Authentic Spanish-language media and Hispanic literature form the basis of student-produced cultural presentation, formal interpersonal writing, dialogues, and persuasive essays. Students practice listening, reading, speaking, and writing daily, and complete exercises modeled on the format of the AP exam. They work independently on a frequent basis with Spanish sources they find outside of class. Students in this course take the AP Spanish Language and Culture exam in May.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript.

GERMAN

German 1

German 1 is an introductory German language course designed to develop foundational communication skills. Rather than focusing solely on grammar and vocabulary acquisition, this course emphasizes communicative language learning integrated with cultural exploration. Throughout the year, students will practice basic everyday language phrases to introduce themselves, describe activities and hobbies, mention professions, and talk about animals, family members, and friends. To accomplish these tasks, students will study the present tense, the verbs "sein" and "haben," stem-changing verbs, and articles. Additionally,

they learn about German geography and cities, significant people, and important events in 20th century German history. For assessments, students will create posters, perform skits and presentations, and demonstrate their progress through graded vocabulary, grammar, reading, and writing tasks.

German 2

German 2 builds on the foundational skills developed in GER 1, advancing students' proficiency in German communication while deepening their cultural understanding of German-speaking regions. Students will expand their speaking, listening, reading, and writing abilities through varied, engaging activities. The study of different types of verbs (modal verbs, separable prefix verbs), conjunctions (denn, aber, oder) and the German case and article system (nominative, accusative) will allow them to use more complex sentences and state their opinions. Students practice understanding and creating short dialogues and translating and writing short texts. Additionally, they learn about important German holidays, fashion, customs, foods, and historic events. For assessments, students will create videos, perform skits, give presentations, and demonstrate their progress through graded vocabulary, grammar, reading, and writing tasks.

German 3

German 3 is a beginning intermediate German course designed for students continuing their language journey beyond foundational skills. Students engage with rich content exploring questions about identity, personal experiences, housing, and human inventions. They will engage in tasks describing themselves and others, talking about travel experiences, giving advice on sightseeing in the US, learning about German music and art movements, and inventions from German-speaking countries. At the end of the year, students will be able to use the conversational past in speaking and writing, separable prefix verbs and reflexive verbs, making comparisons, and supporting ideas by using subordinated clauses. Students will be assessed on projects, presentations, quizzes and tests, skits and interviews.

German 4

German 4 is an intermediate German course that builds on the concepts covered in German 3. Students will engage with authentic materials, collaborate on meaningful projects, and develop the confidence to use German in diverse situations. In terms of content, students will engage with past and current events, learn about Germany's political systems, talk about the school system, discuss what could be understood as "typical German," and engage with well-known movies and books (e.g., "When Hitler stole Pink Rabbit"). The course emphasizes conversations in German, writing short texts and stories, and engaging with reading and listening on the intermediate level. Students will study past and future tenses, review the German case system and the genitive in more depth, review the modal verbs, and learn about the subjunctive. Language proficiency and cultural competence are assessed through a variety of tasks, including tests, presentations, videos, writing assignments, and oral interviews.

JAPANESE

Japanese 1

This introductory course assumes no prior knowledge of Japanese. Students will be able to read and write the two sets of Japanese writing systems called *hiragana* and *katakana*, which contain forty-six alphabetical sounds each, along with about forty fundamental *kanji* characters, while they acquire the necessary vocabulary, expressions, and grammatical structures to introduce themselves and their families, greet each other, and communicate their daily routine in Japanese. The learning objectives in this course are heavy on proper calligraphy, pronunciation, and a basic understanding of key particles, counter systems, and tenses. Completing this course is equivalent to four years of Middle School Japanese education at St. Paul's Schools.

Japanese 2

This advanced introductory course reinforces and builds on the content, skills, and cultural understanding covered in Japanese 1 and the St. Paul's Middle School Japanese course. Students gain greater knowledge of vocabulary, culture, kanji, and grammar to communicate about their daily lives and the people around them through various interactive activities that emphasize listening, speaking, reading, and writing skills in a balanced way. Students' proficiency is regularly assessed with written quizzes, unit tests, oral interviews, short essay writings, and cultural projects.

Japanese 3

This intermediate-level course, conducted in Japanese, continues to expand students' vocabulary, sentence structures, *kanji* knowledge, and cultural understanding through communicative activities. The focused themes are school life, transportation, weather, food, holiday traditions, customer service, and sports. Assessments such as quizzes, unit tests, skit performance, cooking project, oral interviews, and compositions are provided to assess students' developing proficiency.

Japanese 4 / 4 Honors

This intermediate-high-level course continues to build on the foundations laid in Japanese 3 by introducing deeper cultural understanding, nuanced vocabulary, and sentence structure, while further expanding reading and writing skills with *kanji* characters. Students engage in elaborate writing, reading, listening, and speaking activities across a variety of themes, including folk tales, directions, cooking recipes, and gratitude letters. Furthermore, students will learn to switch between two speech styles based on their audience and setting. In addition to regular formative assessments, students enjoy multi-step projects, presentations, writing assignments, and group discussions. Students enrolled in the honors course will gain a greater vocabulary and a larger number of *kanji* characters in preparation for the AP Japanese exam.

Japanese 5 / AP Japanese: Languages and Culture

This advanced course continues to provide high-level listening, speaking, reading, and writing tasks while building further sophisticated vocabulary and complex sentence structures. The *kanji* reading and writing are strongly enforced to ensure sufficient preparation for the AP exam in May. In addition, students will become familiar with the styles of AP assessments while honing their proficiency in Japanese through a variety of summative assignments and in-depth cultural research.

Students in Japanese 5 may engage in different activities under the same theme, while students bound to take the AP exam receive focused test preparation.

Note: Students in an AP class must sit for the AP exam to receive the AP designation and credit on their transcript.

Independent Study Japanese 6

This post-AP course is available to those interested in further advancing their Japanese proficiency beyond the second-year college Japanese level. The materials and methods to enhance students' proficiency remain flexible and can reflect the students' vision and preferences. Students may select Japanese literature to read and discuss, media in Japanese to engage with, and expand their kanji, vocabulary, and grammar knowledge for the JLPT level 2. The goal is to let the students take the initiative of their own learning and encourage them to become lifelong language learners.

CHINESE

Chinese 1

This introductory course acquaints students with Mandarin Chinese. Students learn standard Mandarin pronunciation, tones, and grammatical structures through engaging and interactive class activities and interviews with international students from China. Students introduce themselves and interact with these native speakers using basic language skills. In addition, students

participate in creative tasks and projects, such as writing and performing skills and dialogues and making videos. Students practice the fundamental language skills of listening, speaking, reading, and writing, and begin typing Chinese characters through the pinyin system. Chinese cultural topics integrated into each unit enhance students' understanding of China, as well as Chinese culture, society, and customs. Quizzes, tests, projects, and presentations assess all skill areas as well as cultural understanding.

Chinese 2

This advanced introductory course continues and extends students' language ability from Chinese 1. Students gain broader knowledge of vocabulary and grammatical structures through creative and interactive class activities. Students continue to apply their fundamental language skills through skits, interviews, and making videos. Chinese cultural topics include holidays, cuisine, ancient and modern arts, and the environment. Students engage in longer and more meaningful dialogue with each other. Quizzes, tests, projects, and presentations assess all skill areas as well as cultural understanding.

Chinese 3

This intermediate level course, conducted in Chinese, continues to emphasize the skills developed in previous studies. In addition, students incorporate more in-depth, cultural, community, modern society, and global topics into their language study. Students interact with a broad range of authentic Chinese-language materials and continue to strengthen their language skills through narrative writing and project-based learning.

Chinese 4

This intermediate high-level course includes discussions of current events, assignments on topics such as cultural identity, family traditions, careers, environmental protections and social media/technology influences. Students are expected to compare their own cultures to the Chinese culture. Students are exposed to various authentic materials including Chinese news, blogs, TV shows and movies. Students are assessed through individual interviews, projects, and readings and writing assessments.

Chinese 5

Upon completion of the Chinese 4 course, students are evaluated individually to assess placement into Chinese 5. This advanced level course offers students the opportunity to perfect their narrative writing skills as well as engage in more sophisticated conversational Chinese. Students are expected to communicate mostly in the target language during all classroom discussions. Assessments include all skill areas as well as cultural understandings.

FRENCH

French 1

This introductory course assumes no prior knowledge of French. Students acquire the sound system as well as the necessary vocabulary and grammatical structures needed to accomplish basic real-life tasks including making introductions; describing the personality, nationality, physical description and professions of friends and family members; and describing basic school life, schedules and hobbies. Students learn the present and near future tenses including the use of essential irregular verbs: *être*, *avoir*, *aller*, *prendre*, *boire*, and *faire*. Students become acquainted with Francophone geography, significant people, and places in the Francophone world. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes and significant, polished pieces of writing.

French 2

French 2 reviews and helps students gain greater mastery of the key elements of French 1 and expands vocabulary to allow students to discuss themes including holidays and celebrations, clothing, travel, housing, cuisine, and basic health and hygiene. The grammatical focus will be to expose students to an array of essential irregular verbs (*savoir, connaître, pouvoir, vouloir, devoir, venir, devenir*), and to develop skills to discuss events in the past using the *passé composé* in contrast to the *imparfait*. Students learn about significant holidays and cultural events in the Francophone world, Francophone fashions, popular Francophone travel destinations, culturally significant foods, and cultural differences in housing and living situations in the Francophone world. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes and significant, polished pieces of writing.

French 2 Honors

French 2 Honors is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening. Students should have a solid grasp of conjugation of regular -ER verbs and common irregular of *être, avoir, aller, prendre, boire, and faire*. Students should feel comfortable engaging in short unscripted conversations with peers and writing paragraph-length texts on familiar topics without access to digital resources. This course expands vocabulary to allow students to discuss themes including holidays and celebrations, clothing, travel, housing, cuisine, and basic health and hygiene. Students learn the essential irregular verbs (*savoir, connaître, pouvoir, vouloir, devoir, venir, devenir*), the *passé composé* in contrast to the *imparfait*, reflexive verbs and more advanced grammatical topics such as object pronoun use.

Students learn about significant holidays and cultural events in the Francophone world, Francophone fashions, popular Francophone travel destinations, culturally significant foods, and cultural differences in housing and living situations in the Francophone world. Students in the honors sequence are expected to demonstrate a high degree of self-motivation to review previous material and study new vocabulary and grammatical forms outside the classroom. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes, as well as more substantive written assessments that integrate vocabulary and grammar. Students in the honors sequence will be expected to complete more advanced cultural projects that require extensive preparation outside of class.

French 3

This intermediate course, conducted in French, further develops and builds students' ability to understand and express themselves both orally and in writing. The course covers past tense narration in greater depth, enabling students to use all major time frames successfully. Students learn the subjunctive and other moods to express abstract concepts such as doubt, possibilities, and suppositions. Students practice listening, reading, speaking, and writing daily, and collaborate in small groups on a regular basis. Representative topics include the everyday life and leisure activities of young people in France; the history, customs, and heritage of Francophone countries, and the media, current events, and social problems. Short films and audio pieces form the basis for discussions and debates. Students are assessed on all skills using homework, quizzes, tests, and projects.

French 3 Honors

This is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening. Placement into the honors track is based on student performance and teacher recommendations. Reading short stories and performing orally on a variety of topics will enhance their ability to use the language. They will also complete extended speaking, reading, writing, listening and cultural explorations that will allow them to apply all their skills for a rich, personalized experience in French.

French 4

Conducted in French, this advanced course reinforces concepts covered in French 3 and introduces the remaining major grammatical structures. Students further develop their language skills in the context of comparing unique cultural products, perspectives, and practice with their own experiences. Students explore themes such as racism, personal identity, social issues in Francophone countries and the media. By engaging with authentic French language media resources, students connect with other disciplines, their local community, and other parts of the world. Quizzes, tests, writing prompts, projects debates, dialogues, and presentations assess language skills as well as cultural understanding.

French 4 Honors

This advanced course acts as a prerequisite to a preparation for seamless entry into the AP French Language and Culture course. Students continue working on the advanced writing, speaking, listening, and reading skills, as well as the grammar and vocabulary relevant to the themes and format of the AP exam. Students will learn to integrate context, personal experience, communication tools and cultural information to communicate fully in French and apply their skills for a complete experience of French.

French 5 / 5 Honors / AP French

This advance course develops and refines students' ability to use French in a variety of formal and informal contexts and provides preparation for the Advance Placement exam in French Language and culture. Students understand and produce French in interpretive, presentational, and interpersonal modes. Students investigate and compare different Francophone communities from around the world. Themes address include Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students enhance their understanding of complex grammatical structures and expand their working vocabulary. Students practice listening, reading, speaking, and writing daily and complete exercises modeled on the format of the AP exam. They work independently on a frequent basis with French language sources they find outside of class. Students in this course take the AP French Language and Culture exam in May.

Note: Students in AP classes must sit for the AP exam to receive AP designation and credit on their transcript.

Advanced French

This course is post-AP seminar course in which students explore topics of their own choice under the guidance of the teacher. The class will combine a presentation of topics such as Francophone literature, movies, cartoons or plays that will help students identify, describe and analyze information relevant to a research topic of their choice. During the second part of the course, each student will plan, develop and independently undertake a research project with the advice and guidance of the teacher. The topic of study may be anything of interest to the student, within the program and will be developed out of newspaper articles, movies, novels, news programs, etc. Topics of research can be but are not limited to topics such as The influence of TV shows on Francophone culture, Relationship between Francophone literature and Francophone culture, The expression of social justice in the French written novels, etc. The four major themes explored in the course will be: Modernity, Voyages, Society and Environment. Students are expected to present their progress to the teacher regularly and their final work at the end of the school year. The final work will include a 20-minute oral presentation and discussion and a 20-page academic paper that includes title page, table of contents, thesis, research methodology, conclusions, notes and bibliography.

